

Job Embedded Professional Development

Whole Faculty Study Groups

Whole-Faculty Study Groups (WFSGs) is a student driven approach to professional development. It is a job-embedded, professional development system designed to build a community in which professionals continuously strive to increase student learning. This is accomplished as practitioners deepen their own knowledge and understanding of what is taught, reflect on their practices, sharpen their skills, and take joint responsibility for the students they teach. 'Whole-Faculty' means that every faculty member at a school is a member of a study group focusing on data-based student instructional needs. In such a context, a study group is a small number of individuals joining together to increase their capacities to enable students to reach higher levels of performance. The collective synergy of all the study groups advance the whole school.

from Murphy's Whole Faculty Study Groups website: <http://www.murphyswfs.org/definition.htm>

Tuning Protocols

The Tuning Protocol is a structured process that allows for reflection and meaningful feedback about a project, a text, a performance, or any work in progress. The Tuning Protocol assumes that the presenter or presenters want to improve the work in question and that the participants will deliver thoughtful, substantive feedback. It is like tuning up a car or an orchestra—it assumes that attention to improvement matters.

In a Tuning, a presenter or presenting team briefly introduces and describes the work. Presenters often frame the feedback session by asking participants to consider large questions or particular aspects of the work as they respond. After asking clarifying questions, participants offer warm, cool, and hard feedback. The protocol enables reflection for change as new ideas and questions are added to the process and content. A common language is created when participants start to trust each other's knowledge, expertise and questions. This tool can be useful in the beginning, middle and end of any process or project, and will move the work deeper at any point.

from Minneapolis Public Schools website: <http://opd.mpls.k12.mn.us/Tuning.html>

Standards in Practice

Although it is frequently confused with looking at student work, Standards in Practice is a different strategy. The core of the Standards in Practice process is the *focus on improving assignments* (p. 204). Standards in Practice helps teachers collectively reflect to increase the rigor of assignments and the achievement of all students by regularly meeting and following a six-step structured conversation (p. 206). The rationale for the process is based on two theories of action: (1) students can do no better than the assignments they are given, and (2) teachers can learn much from each other about their practice (p. 205-206).

from Mitchell, R. (2004). "Standards in Practice," in Easton, L.B. (Ed.) *Powerful Designs for Professional Learning*, 203-216, Oxford, OH: National Staff Development Council.

Critical Friends Groups

CFGs were started as part of the National School Reform Faculty, a program initiated by the Annenberg Institute for School Reform. Studies by National School Reform researchers indicate that CFG teachers focus more on what their students actually learn than on the curriculum they teach. And CFG teachers tend to expect more from their students. In Washington and Oregon, CFGs seem to be gaining traction: Today there are more than 1,500 trained CFG coaches in Washington and almost 500 in Oregon, with a handful in Montana and Alaska.

from Northwest Regional Educational Laboratory, (Fall, 2005). "Having 'Another Set of Eyeballs': Critical Friends Groups," *Northwest Education*, 11(1), <http://www.nwrel.org/nwedu/11-01/cfg/>

Journaling

Journaling is the process of thinking in writing. It is a way to construct meaning visibly and to reflect on experiences. It offers the luxury of being either a private or public process (p. 129). As a public activity, journaling allows the writer to share discoveries and cognitive processes. Writing to learn is powerful for students and for educators (p. 130).

Journals are active ways of engaging learners in ongoing thinking, constructing meaning, and clarifying understanding (p.133).

from Killion, J.(2004). "Journaling," in Easton, L.B. (Ed.) *Powerful Designs for Professional Learning*, 127-134, Oxford, OH: National Staff Development Council.

Ways to Capture Time for School-based Professional Development

	Elementary Schools	Middle Schools	High Schools
Changing the Student Schedule	Extend school day by 10-15 minutes and bank time to dismiss students early periodically.	Same. Also, a block schedule creates opportunities to use time flexibly. [4 90-min. or 5 75-min. schedule]	Same, especially if A/B block is used rather than a 4x4 block.
Changing the Teacher Schedule	Teachers leave early some days to stay later other days.	Same.	Same.
Adjusting Teacher Responsibilities	Students go to "specials" (art, music, PE, etc.) while their teachers are engaged in PD. [Also, like middle.]	Teachers who plan at same time can work together in PD activities.	Same as middle. Also, change a 6-period schedule to 7 periods and extra period available for teachers rotating into supervision while other teachers engage in PD activities
Being More Efficient	Find time during day that is not being used for instruction and save it for future use.	Same. Time can be "taken back" from class changes, holding time after buses arrive, etc.	Same.
Faculty Meeting Time	Use faculty meeting time for teacher teams or whole faculty study groups to engage in PD. Also, if faculty meetings are used for PD, you can document hours as continuing ed on required services quarterly logs.	Same.	Same.
Seek Additional Resources	Train parents and other adults to relieve teachers of responsibilities to create time for PD.	Same. Administrators, regular subs can teach periodically to relieve teachers for PD.	Same.

Adapted from Southern Regional Education Board: *Providing Focused and Sustained Professional Development*

10 Things to Do About Resistance

A review of the relevant literature reveals numerous behaviors and actions that can help prevent or minimize resistance.

1. Acknowledge change as a process

Change is not an event but an ongoing process. Remember that it may take years from goalsetting to stable results. Conflict and resistance are natural processes and not signs of failure.

2. Empower stakeholders. To get the most cooperation, stakeholders must be included as decision makers. If meeting individual needs is part of the plan, resistance is less likely. Empowering people means creating mechanisms that provide them with genuine authority and responsibility. To minimize discord, the change process should be guided by negotiation, not by issuing demands.

3. Encourage all stakeholders. Stakeholders must be active, invested participants throughout the change process. Setting up opportunities for individuals and groups to vent concerns can be effective. Being heard is fundamental in establishing understanding and consensus.

4. Set concrete goals. Set goals by consensus, creating a broad sense of ownership. This step is critical because stakeholders will be able to return to a shared agenda when there are missteps. This makes it easier to refocus.

5. Be sensitive. Everyone needs respect, sensitivity, and support as they work to redefine their roles and master new concepts. Managing conflict means being aware of differences among individuals. Each stakeholder must genuinely feel valued throughout the change process.

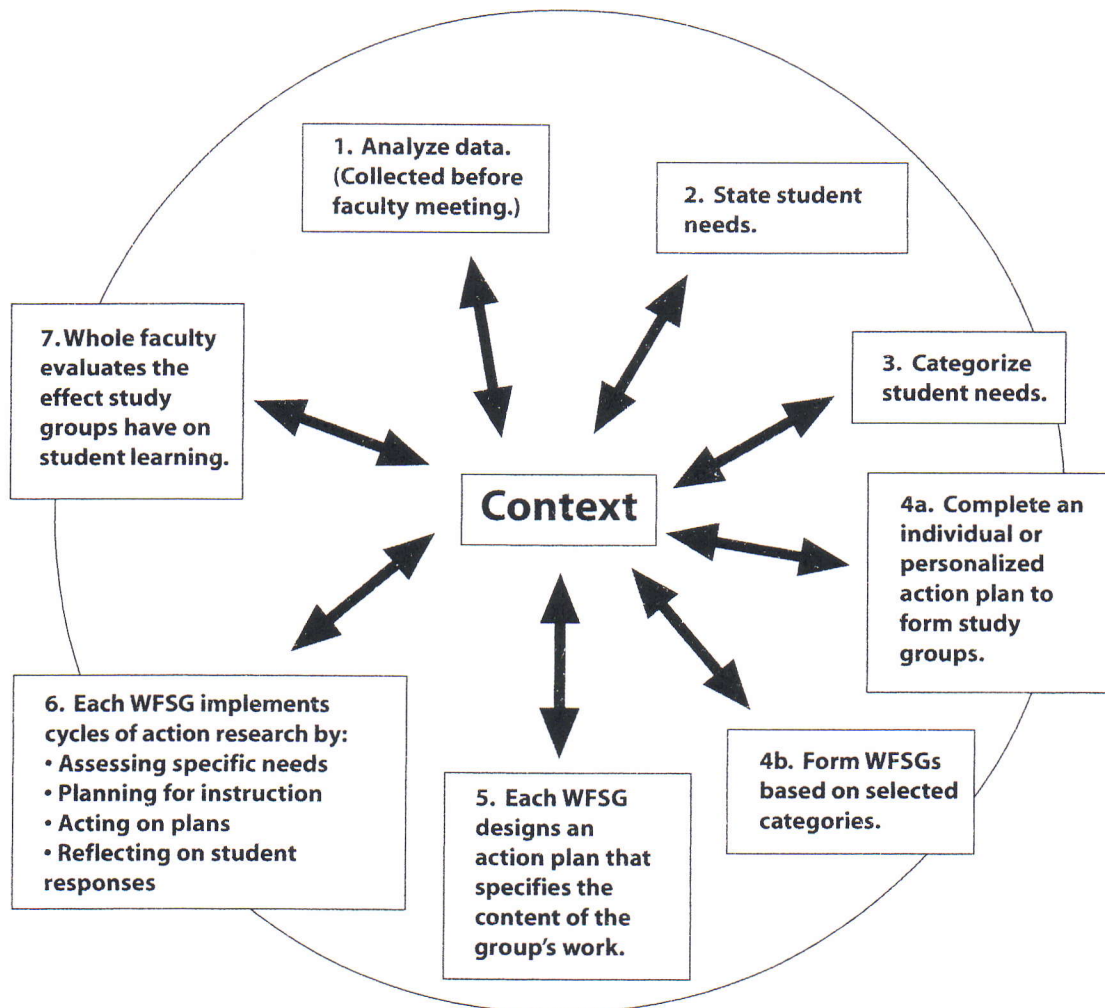
6. Model process skills. Teach by demonstrating the appropriate skills and actions. Trainers may find that reflecting publicly and in a straightforward manner on their own doubts and resistance may help others.

7. Develop strategies for dealing with emotions. Educators often focus on outcomes, neglecting the emotions that can go with change. Focus on such questions as: How will our lives be different? How do we feel about the changes? Is there anything that can or should be done to honor the past before we move on?

Whole Faculty Study Groups

Decision-making cycle

The whole faculty participates in Steps 1 through 4.



**The overarching contextual question asked at each step:
Is this school's uniqueness considered?**

Source: *Whole-Faculty Study Groups: Creating Student-Based Professional Development*, by Carlene Murphy and Dale Lick. Thousand Oaks, CA: Corwin Press, 2001. © Copyright, Carlene Murphy, 1995.

Whole-Faculty Study Groups

study group action plan

School _____ Study group # _____ Date _____

Group members: _____

What is the general category of student needs the group will address?

☐ Reading ☐ Writing ☐ Math ☐ Science ☐ Assessment ☐ Other: _____

Data indicate that students need to: (be very specific)

When our study group meets, we will:

Using what the data indicate are student needs, the ESSENTIAL QUESTION that will guide the group's work is:

Our resources are:

Our norms are:

Tuning Protocols

Steps of a tuning protocol

1. INTRODUCTION (first time only), about 5 minutes.

- a. Participants briefly introduce themselves.
- b. The outside facilitator or a group member describes the protocol and provides steps and critical elements. The facilitator or group member acts as timekeeper.

2. PRESENTATION, about 15 minutes.

- a. The presenter of student work or educator practice sets the context, describes the teaching/learning situation, and shares materials related to what is being tuned. The presenter may use part of this time to have participants read or examine the subject of the tuning.
- b. Participants are quiet, taking notes.
- c. The presenter poses one or two key questions.

3. CLARIFYING QUESTIONS, about 5 minutes.

- a. Participants ask the presenter non-evaluative questions about the presentation.
- b. Participants should *not* ask questions that suggest an opinion or evaluation, such as “Why didn’t you try A, B, and C before X?”

4. INDIVIDUAL WRITING, about 5 minutes.

The presenter and participants write about the key questions, as well as anything else that comes to mind.

5. PARTICIPANT DISCUSSION, about 15 minutes.

- a. The presenter turns away and takes notes but says nothing.
- b. The participants talk among themselves, discussing the key questions and issues raised during the presentation without addressing the presenter.

6. PRESENTER REFLECTION, about 15 minutes.

- a. The presenter reflects aloud on the participants’ discussion.
- b. The participants are silent, taking notes on the presenter’s reflection.

7. DEBRIEFING, 5 minutes and more.

- a. The presenter discusses how well the protocol worked. Participants then discuss how it worked.
- b. Presenter and participants have a general, open discussion of the content and the tuning process.

Tuning Protocols

Essential aspects

Important aspects of a tuning are:

- The presenter makes the presentation without interruptions.
- Participants take notes silently.
- Participants ask clarifying questions.
- Participants and presenter write responses to key questions.
- Participants discuss, without interruption, what they are tuning.
- Presenter takes notes.
- Presenter reflects aloud about what he or she heard.
- Participants remain silent.
- Presenter and participants debrief process and content.

Completing the whole process is essential.

Allow about equal time for presentation, participant discussion, and presenter reflection.

Standards in Practice

Standards in Practice: The six steps

Step 1

The teacher bringing the assignment tells the team how and when the assignment was given and what its purpose was — what the students were expected to learn. The teacher spends a few minutes working through the problem (if it's math) or describing the expected answer.

Step 2

The team asks about the assignment: What did the students have to know and to be able to do to complete it successfully?

Step 3

The team identifies the standards and the levels of Bloom's Taxonomy that apply to this assignment.

Step 4

The team generates a scoring guide for this assignment from the standards and the assignment.

Step 5

The team scores the student work, using the scoring guide.

Step 6

The team discusses either revisions to the assignment or how to reteach without repeating.

Circle of Critical Friends

Protocols for discussing text

A. Save the last word for me

PURPOSE

This protocol allows everyone to discuss a significant aspect of a text.

STEPS

1. Write a significant quote from the text on one side of an index card. The quote should resonate with the reader, perhaps stating an idea that the reader agrees with or strongly disagrees with.
2. On the other side of the card, explain the quote's significance.
3. One person at a time reads the quote and points to where in the text this quote can be found. The person does not explain its significance.
4. The rest of the group discusses the quote.
5. After a designated time, the discussion stops and the first person reads the back of the card or explains the significance of the quote. In other words, *the last word* is saved for the person who presented the quote.
6. Move on to the next person until everyone in the group has had a chance to have the last word.

VARIATION

If the group is large or time is short, have each person read the quote on the card even if the quote has previously been read. Do not have the group respond to any of the quotes.

The facilitator listens for patterns or repeated quotes to decide which quotes to clump together for group discussion (Step 4). Only one person should restate repetitive or similar quotes before the group discusses them. However, at Step 5, each individual who listed that quote gets to have the last word.

Circle of Critical Friends

Protocols for discussing teacher/student work

A. Collaborative assessment conference

PURPOSE

To look closely at student work, describe it, raise questions, and consider teaching implications. (Suggested time: 45 minutes.)

STEPS

1. The facilitator reviews the protocol.
2. The presenter distributes the student work but does not explain it, nor does the presenter explain his/her reason for bringing the work to the group. Possible work for discussion includes work from several students or from one student, work in response to one assignment or work from different assignments, videotapes, art, essays, tests, projects, or whatever the presenter finds helpful.
3. The presenter moves out of the group to take notes.
4. The responders *describe* the work. The description does not include any kind of judgment about the quality of work or about personal preference. The facilitator leads the group through the following questions:
 - What are the students doing and saying?
 - What evidence do you see of their thinking, learning, and /or understanding?
5. The responders *speculate* about what the students are working on.
 - What questions does this work raise for you?
 - What skills are the students working on?
 - How did the students try to fulfill the assignment?
 - What questions did the students seem to be answering?
6. The presenter speaks. At this point, the presenter returns to the group, adds his/her perspective to the group's conversations, and responds to any issues raised.
7. Everyone discusses the next instructional steps.
8. The group extends the conversation to address each person's own teaching:
 - What new understandings have I come to?
 - What new ideas do I have for my students?
 - Based on what I saw today, what strategies might I use?
9. The facilitator leads the group in debriefing the discussion.

Journaling

Critical event analysis

Date _____

DESCRIBE AN EVENT THAT HAS SIGNIFICANCE FOR YOU.

1. Describe the event.
2. State your response to the event. Consider how you felt and how others involved responded.
3. Write a conclusion and/or discovery that you can draw from this event so that it becomes a learning experience for you.

1. DESCRIPTION OF EVENT:

- Circle made speaks, outside listens
- then switch. Each had time to speak - no monopoly on time

2. FEELINGS ABOUT EVENT:

very productive Allowed time for all to share

3. CONCLUSIONS/DISCOVERIES FROM EVENT:

Journaling

Dialogue journal format

MENTOR/COACH SPACE

In this space, the coach or mentor will respond to what the learner has written. Typically, responses will include:

- Observations
- Patterns
- Questions
- Connections to theory
- Connection to our readings
- Ideas
- Recommended resources

LEARNER'S SPACE

This is the learner's space. In it, please use the four-step reflection process to structure your entry. Focus less on the description and more on the other four components. Add just enough description to give me an orientation to the situation. The real value of your journal experience comes from Steps 2 to 4.

Step 1: Describe the actions that occur.

Step 2: Analyze responses, both your own and that of others, to the situation described.

Step 3: Create new knowledge by forming conclusions that confirm or disprove what you know, believe, or think to be true.

Step 4: Discuss how this experience will influence your future actions.
